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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): September 26 – September 30**  **Week 5** | | | |
| **Curriculum Area:**  **Fairy Tales and Folktales** | Students will identify the differences between a fiction and nonfiction book on the same topic. This lesson will integrate science, social studies, and technology. | | | | | | **I Can Statements /Learning Targets**  I can tell about books that give information. I can identify fiction and nonfiction books. I can understand what is real/make believe. | | | |
| **Common Core Standards & Essential Standards** | **RL1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RI1.5** Know and use various text features to locate key facts or information in a text. **RL 1.7**-Use the illustrations and details in a story to describe its character, setting, or events. **RI 1.7-**Use the illustrations and details in a text to describe its key ideas. **W1.3 -** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **FS1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) **RF1.3b** Decode regularly spelled one-syllable words | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | What is the difference between fiction and nonfiction?  How can you remember the facts from an informational text? | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.)These need to be specific to the text you are using in the classroom. | | **Technology Standard TT1.1 Use a variety of technology tools to gather data and information TT1.3 Use technology tools to present data and information** | | | |
| **Vocabulary:**  Academic/Content | Fiction nonfiction information photographs illustrations Table of Contents Glossary  Picture What You Read Activity to introduce new and unfamiliar vocabulary words to students | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Provide informational texts one or two reading levels below fiction text level for better understanding | **Read To Someone**  Students can take turns retelling books to one another | | | | **Listen to Reading**  Raz Kids  Tumblebooks  Starfall  Storylineonline  Books on tape/CD/Ereaders | | **Word Work**  Students look at a story (basal reader or trade book) and find words for each category on the sheet. (short vowel) | | **Work on Writing**  Write facts about the subject. |
| **Monday**  **Provide a basket of fiction and nonfictional books at or below reading level at each table group**  ***You are not assessing text features this week. Introduce the parts of a book to show difference between fiction and nonfiction. Want students to be familiar with reading nonfiction text and answering questions.*** | **Whole Group**  **Read Aloud**: Teacher’s choice of books  **Comprehension**: Provide a fiction and nonfiction book on the same subject such as bats. Graphic organizer to show how they are alike and different  **Word Works**: Decose 1 syllable words  **Daily Five**: Review I Charts/Anchor charts  Introduce Listen to Reading (If you have books on tape/CD model how to use it correctly. If using the computer model what to do on the computer)  **Writer’s Workshop**  Set up conferences for the week/model correct use of I | | | **Small Group**  **Last day for Reading 3D assessment**  Sort story titles into fiction and nonfiction categories on a pocket chart or at table group. After reading the book, students can write the title on an index card and place it under the corresponding header card-discuss with peer partner or group reasoning (FCRRp58) | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading | |
| **Tuesday**  ***Continue to read fairy tales and folk tales during your read aloud time.***  ***Comprehension-pair fiction and nonfiction texts*** | **Whole Group**  **Read Aloud**: Teacher’s choice  **Comprehension**: Nonfiction text Reading Ato Z *Amazing Beaches*-ask questions **TSW d**iscuss with partner what you like most about the beach or the pictures that they liked the best from the story.  **Word Works**: Decode 1 syllable words  **Daily Five**: Continue to practice the procedures for D5 stations, practice as needed  **Writer’s Workshop**  Continue to model/conference | | | **Small Group**  Guided Reading  Group1  Group2  Group3 | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading | |
| **Wednesday**  **Subject Integration:**  **Remember to pull pairs of books with a common subject.** | **Whole Group**  **Read Aloud:** Teacher’s choice  **Comprehension**: Reading A to Z *All Kinds of Homes* or *Living Together* Have students to draw a picture of where they live. Describe to a partner what type of home you live in. Some students can write a short sentence under their picture.  **Word Works**: Decode 1 syllable words  **Daily Five**: Continue to practice the procedures for D5 stations  **Writer’s Workshop-**Conference with students/Model | | | **Small Group**  Guided Reading  Group1  Group2  Group3 | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading   Revise writing after conference | |
| **Thursday**  **Subject Integration:** | **Whole Group**  **Read Aloud** Teacher choice  **Comprehension**: Show students how to locate important information about a subject. **TSW** will locate information in expository text and record on a fact strip. St. will read or review teacher read aloud write or illustrate the topic in the first square, identify important facts or illustrate them in each section. Complete all 4 sections  **Word Works**: Decode 1 syllable words  **Daily Five**: Continue to practice the procedures for D5 stations  **Writer’s Workshop**: Model/Conference | | | **Small Group**  Guided Reading  Group1  Group2  Group3 | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading   Revise writing after conference | |
| **Friday** | **Whole Group**  **Read Aloud:** Books about Johnny Appleseed/Apples  **Comprehension**: Review and assess  **Word Works**: Decode  **Daily Five**: Continue to practice the procedures for D5 stations, practice  **Writer’s Workshop:** Celebrate student’s writing for the week | | | **Small Group**  Assessments  Continue yesterday’s small group activity | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading   Share stories  Assessments | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Materials and Resources: Fall comes in this week so books related to apples and Johnny Appleseed can be used this week.** [**http://www.adayinfirstgrade.com/2012/09/johnny-appleseed-day.html**](http://www.adayinfirstgrade.com/2012/09/johnny-appleseed-day.html)[**http://www.wartgames.com/themes/plants/apples.html**](http://www.wartgames.com/themes/plants/apples.html)  **Free nonfiction texts** [**http://timeforkids.com**](http://timeforkids.com)[**www.scholastic.com**](http://www.scholastic.com)[**http://www.ebpl.org/kids/tumblebook\_library.cfm**](http://www.ebpl.org/kids/tumblebook_library.cfm)  **Fiction/Nonfiction Reading Adventures for Families** [**http://www.readingrockets.org/article/27935**](http://www.readingrockets.org/article/27935)  **Starfall** [**http://www.starfall.com/n/level-c/fiction-nonfiction/play.htm?f**](http://www.starfall.com/n/level-c/fiction-nonfiction/play.htm?f)  [**http://www.readworks.org/books/passages/paired-passages**](http://www.readworks.org/books/passages/paired-passages)  **FCRR resources can be found on first grade google drive shared resources**  [**http://www.thecurriculumcorner.com/thecurriculumcorner123/2014/11/26/first-100-fry-words-read-it-write-it-draw-it/**](http://www.thecurriculumcorner.com/thecurriculumcorner123/2014/11/26/first-100-fry-words-read-it-write-it-draw-it/)  *Another activity-Use sorting circles for each group or pair of students provide students with pictures of fiction and nonfiction books (use the scholastic ordering flyers for parents or catalogs to get pictures of books) Once the pictures are sorted have students to move the labels or stickies to a folded piece of manila paper and glue down their choices. Once completed have students to write down in their reading response journals the answers to these prompts:* ***I know my choices are fiction because they:******I know my choices are nonfiction because they: I think the non-fiction text MIGHT have:*** *This could possibly be used as an assessment.* | | | | | | | | | | |